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ABSTRACT

The first of these two papers discusses the problems faced by practicum students in a newly-created counseling program at Louisiana State University. In an effort to provide a broader background, students were placed in community agencies during the summer months. Bi-weekly seminars kept each candidate abreast of the activities of the others. Recommendations were that revisions in academic course content were necessary, as well as closer supervision during placement. The second paper presents results of studies in which the Inventory of Counseling Practices was used in conjunction with the IPAT Sixteen Personality Factor Questionnaire. The basic difference in the studies was the factor of experience. Implications of these results for the training of counselors were considered. Particular emphasis was given to the role personality plays in defining later choices of counseling behavior. The overall conclusion drawn from the data was that counselor educators should more carefully screen their students in order to select people willing to become involved with their clients. From that point, counselor educators must help their students develop the skills they will need to work effectively with their clients. (Author)

IMPROVING THE REALITY INDEX OF COUNSELING PRACTICES IN AN URBAN SETTING

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The counseling program at Louisiana State University in New Orleans was initiated in 1966 and consisted primarily of courses specified by the State Department of Education for the certification of counselors. Of the five courses required for certification in this area, the University already offered three. In order to obtain a M.Ed. in Guidance and Counseling, LSUNO additionally required that each student have six hours of course work outside the College of Education. These courses should either be in related areas, such as psychology or sociology, or in the student's undergraduate major or teaching field. The rationale behind this requirement is that the student can improve himself as a teacher while developing specialized skills in counseling. The final degree requirement was a counseling practicum.

Dr. Fred J. Vogel came to LSUNO in 1966 to develop a graduate program in counseling. The program grew rapidly during the following year, and Dr. Walter Liston was employed to assume some of the teaching responsibilities. Toward the end of the 1967 school year, the first students were ready for their counseling practicum.

The first students to do a practicum were placed in educational settings. During the following summer, the problems involved in placing a counseling practicum in an educational setting were analyzed. The major drawback seemed to be that these master's degree candidates had been in school or associated through teaching with educational institutions most of their lives. It was felt that students needed a broader background, including some work away from educational institutions, before going into schools as counselors. A survey of the literature revealed virtually no research pertaining to counselors working in settings other than education, for the purpose of developing counseling skills. This meant that the practicum would be unique in its requirement for students to work outside the educational establishment. The hope was to develop a practicum providing experiences which would better prepare the students to be counselors able to deal with the real world.

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The next several months were filled with problems as an attempt was made to develop ideas unlike those generally accepted. Several things began to emerge, such as a recognition that counseling is predicated on the development of particular skills. Regardless of his best intentions, if a counselor does not have appropriate skills, it will be impossible for him to perform adequately. Some of the skills identified were: helping interviews, test administration and interpretation, the writing of minimal psychological reports, the understanding and use of occupational information, job analysis and description skills, and, of course, the development of a counseling technique, including the ability to do some kind of supportive work with clients.

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Another emergent problem was that of how a counselor can help a child adjust to something about which the counselor himself knows very little. For instance, one of the tasks of the secondary counselor is to assist students leaving high school to acquire suitable employment. It was found that many of the people in the counseling program had never applied for a job of any kind and knew very little about the problems of unionization, job application or job interviewing procedures. Therefore, the belief was that it would be important for the practicum experience to include activities having to do with vocational placement. Another point which was noticed was that many of the students knew very little about the supportive services offered by the community such as welfare, medical institutions, and vocational aptitude testing and employment services. Some of these kinds of experiences would be very valuable to the students and could be included in the practicum.

A practicum proposal (see Appendix I) which consisted of providing experience for the student in six service agencies was submitted to the department head, Dr. Edwin F. Stumpf, Jr. In the proposal it was requested that a student be used as a pilot or experimental model in a practicum situation. The student would work in a variety of agencies in order to determine whether or not it would be possible for him to make the adjustment necessary and to assimilate the information from several different agencies into a meaningful practicum experience. Initially, a student in the counseling program would spend a short period of time in each of four different agencies. At the end of the semester, it was concluded that it was not possible for a student to assimilate this much information and make this many adjustments in one academic semester. Therefore, the practicum experience would have to be revised. As an alternative, a decision was made to place each student in a single practicum situation and to include bi-weekly group seminars designed to familiarize all the candidates with each student's particular practicum situation.

During the Summer of 1968, seven students were ready to do their practicum. Arrangements were made with the various agencies for the placement of students to insure adequate supervision. In placing these students, an attempt was made to consider their aspirations as well as the requirements of the various agencies. For instance, Juvenile Court requested that only white males be sent. Such a person was duly assigned to the Juvenile Court for the nine-week summer session. A business education teacher was sent to the Avondale Shipyards Personnel Office because she had the secretarial skills which Avondale felt were necessary. Other students were assigned to the Bell Telephone Personnel Office, the Irish Channel Action Foundation, the Louisiana Employment Service Office and the Veteran's Administration Counseling Office.

The placement procedure was begun by having private conferences with the supervisory personnel at the various agencies. They agreed to accept the students and to give them adequate supervision. It was agreed that the students would also be

supervised by Dr. Vogel and Dr. Liston, through weekly visits of each to the practicum setting of each student. It was also agreed that the students would be required to video tape interviews to be critiqued cooperatively by their peers and the counselor educator.

The first seminar was held during the first week of the summer session. The supervisors from the cooperating agencies were requested to attend in an effort to give all of the students an understanding of the operations of each participating agency. During the seminar, an open and free dialogue between the students and the agency representatives was encouraged in order to enhance a comfortable relationship.

During the following week, the counselor educator took all of the students to each of the various agencies where each agency supervisor explained the purpose and the over-all function of his agency. During the summer session, it became necessary for Dr. Vogel to discontinue the supervision of the practicum because of his involvement in other time-consuming activities. As a result, it was necessary that Dr. Liston supervise students during the six weeks of actual practicum activity. An effort was made to see each student at his job twice every week as this was the amount of supervision agreed upon at the beginning of the summer session.

At the end of the first two weeks, the second seminar was held. We asked all the students to come together and share the experiences they were having. There was a degree of confusion during this seminar as some of the students did not seem to grasp what their role in the agency should be. They felt that the permanent personnel and the agencies in general were not doing an adequate job. The problem seemed to be that the students did not comprehend the scope or complexity of the agencies' operation, and therefore over-simplified their functions. It was felt that once they understood what was going on, they would be more sympathetic with the personnel. A case in point was the Irish Channel Action Foundation, where the students felt that there was confusion among the personnel concerning their roles. The following week Dr. Liston conferred with the assistant director of the ICAF and the problem of communication was resolved very quickly. All students had some form of criticism of the agency to which they were assigned. This seemed to be a wholesome reaction as they were going through a period of adjustment and assimilation.

FIRST TWO WEEKS OF FIELD WORK--

Limits and Functions of the Agency

During the first two weeks of their field work, the candidates were able to identify the limits, functions and general organizational structure of the agencies. A conspicuous impression derived from listening to the students discuss their activities during the Friday afternoon seminar was that the functions of the offices in which they were working were greatly

over-rated and that they were already in relatively good control of their job situations. In fact, three of the candidates stated that there was not enough work in the office to keep them busy, and that the regular personnel seemed to be somewhat disorganized and ineffective.

It was felt that these attitudes were directly related to the fact that the tasks of these agencies (the Juvenile Court and the Irish Channel Action Foundation) were so complex that the candidates were not able to comprehend either the scope or ramifications of the agencies' functions.

SECOND TWO WEEKS OF FIELD PLACEMENT-- Intense Involvement

By the time the second two week period was in progress, the Counselor Educator felt that the candidates would be acclimated to their settings and be able to become an integral part of the agency function. That is to say, that the academic skills learned in the counselor education process could now be brought to bear on the work situation. Therefore, the agency supervisors were encouraged to expect more from their candidates. For instance, the candidate at the Louisiana State Employment Service office should have been able to assist applicants without the immediate aid of his supervisor. This should have included test interpretation and advisement as to how to proceed with the employment process. Likewise, the Avondale Shipyard personnel office candidate should have understood how to process a new employee's application and assist him in getting on the job. By this time the candidates were expressing an intense involvement in their placements and some had made films and posters of their agency's work. This was particularly true of those in the Irish Channel. The candidates were attending neighborhood meetings and feeling some of the frustrations of trying to obtain co-operation from a big city government.

THE THIRD TWO WEEKS--WORKING RELATIONSHIPS ESTABLISHED Communication between Agency and School Personnel

During the last two weeks of the summer session, candidates were asked to explain how the work of their agency was related to education, e.g., the employment agency places the products (successes and failures) of the schools in jobs, and the shipyard and the telephone company predicate their size, success, and efficiency on the effectiveness of the educational system.

The final Friday seminar was attended by all agency supervisory personnel, student candidates, and Counselor Educators as well as the academic Dean of the College of Education. By the end of the six week session the candidates each felt they were an integral part of a working team and, in several instances, vehemently defended the effectiveness of the agency which they themselves had been critical of only four short weeks before. There was a proud expression by each person as he was given an opportunity to explain his role in the agency's function.

RECOMMENDATIONS AND FUTURE PLANS-- Students' Recommendations

The candidates felt that they had been short-changed during their academic training. Examples included the people who worked in the Louisiana Employment Service and the Veteran's Administration, who stated that they had not been given enough training in the use of the D.O.T. and in the interpretation of psychological and educational tests. The young man assigned to the Veteran's Administration office said that he needed to know more about how to write minimal psychological reports.

The people who worked at the Shipyard, Telephone Company and the Irish Channel Action Foundation felt that they had not been instructed adequately in interviewing skills and techniques, and the man who worked at Juvenile Court felt that he needed a better understanding of the legal problems of children as well as the characteristics of the juvenile delinquent.

Counselor Educator's Recommendations

It was concluded that there must be closer supervision of candidates during their field placement in order to:

1. Help students relate to the job in the agency.
2. Help students interpret experiences for their educative value.
3. Help students utilize their experiences in a positive way.
4. Help students apply and translate into programs of action those functions essential to their roles as public school counselors.

APPENDIX I

LOUISIANA STATE UNIVERSITY IN NEW ORLEANS GUIDANCE AND COUNSELING

P R A C T I C U M

From the point of view of the counselor in the educational setting, guidance is essentially the assistance given to students designed to help them make intelligent choices. This does not presume inability on the part of the individual to make wise choices, but rather it does assume that the ability to make a wise choice is not an innate but a developmental process.

Guidance is an integral part of education and as such is centered directly upon the educational function which provides opportunities for the development of abilities. Training of Counselors, therefore, must include experiences, both theoretical and practical, which will enable them to understand and be capable of working effectively with individuals in this developmental process.

From the school counselors view point, guidance is for the purpose of:¹

1. Aiding the individual in the identification of his abilities, aptitudes, interests, and attitudes.
2. Assisting the individual to understand, accept, and utilize these traits.
3. Helping the individual recognize his aspirations in light of his traits.
4. Providing the individual with opportunities for learning about areas of occupational and educational endeavors.
5. Aiding the individual in the development of value senses.
6. Helping the individual in obtaining experiences which will assist him in making free and wise choices.
7. Assisting the individual in developing his potentials to their optimum so that he may become the individual he is capable of becoming.

¹Zeran & Ricco, Organization and Administration of Guidance Services, (McNally & Co., 1962), p. 2.

8. Aiding the individual in becoming more and more self-directive.

It is believed that in order to provide these services and assistance to individuals, counselors must have a background of theory and experiences which will include:

A. Theory -- (Academic or Course work in the areas listed)

1. Principles of Guidance
2. Organization and Administration of Guidance
3. Educational and Occupational Information
4. Analysis of the Individual
5. Counseling Techniques
6. Vocational Guidance

B. Experiences -- (Field experiences commensurate with needs of the counselor-in-training)

1. Societal Cultural (Culturally orientated program)
 - a. Affluent
 - b. Middle Class
 - c. Low socio-economic
2. Community Mental Health (Mental Health Centers)
 - a. In-patient and out-patient cases
 - b. Diagnosis, treatment and rehabilitation centers
 - c. Related agencies
3. Judicial Proceeding (Juvenile Court)
 - a. Police action
 - b. Probationary functions
 - c. Judicial processes
 - d. Rehabilitation (Youth Study Center)
4. Personnel Problems in Business, Industry & Community (Selected groups)
 - a. Manufacturing
 - b. Service
 - c. Retail
 - d. Employment agencies
5. Counseling of Individuals and Groups¹ (Veterans Counseling Center, School Settings, and Campus Laboratory)
 - a. Diagnostic testing center
 - b. Laboratory experiences
 - c. Video taped sessions - analysis and evaluation

A. Theory:

Basically from an academic point of view the course work presently provided in most guidance and counseling curriculum is sufficient to give the school counselor the desired and needed theoretical background.

B. Experiences:

The experiences previously identified can best be realized through the development of cooperative working arrangements with various existing agencies, and groups in the metropolitan New Orleans area. It is anticipated that through these agencies the counselor-in-training will be able to develop a breadth and depth of experiences which will enable him to deal effectively and meaningfully with students and their problems.

Some of the existing agencies in the community with whom cooperative arrangements are possible to provide the desired experiences indicated are:

1. Societal Cultural Agencies:

Culturally oriented programs such as T.C.A. (community action) through its inner-city poverty area community organizations including Irish Channel, Algiers Fishers, Central City, etc., is in a position to give broad cultural insights into individual, group, and societal problems. The practicum provides the counselor-in-training opportunities to: (a) work with various community action committees, (b) attend and participate in community (town-hall) meetings, (c) work in specific problem areas, such as truancy, drop-out and employment, etc., (d) serve as case workers with individuals and specific families, (e) serve as referral and coordinating agents with community services organizations.

2. Community Mental Health Agencies:

There are six mental health centers in the New Orleans Metropolitan area. Counselors-in-training realize from these centers knowledge of the diagnosis, treatment and rehabilitation programs provided for individuals with emotional problems. Such experiences are an essential part of the counselors' training in that early recognition and diagnosis is believed to be the key to maintenance of sound mental hygiene.

3. Judicial:

The juvenile court is the only agency other than the public schools, having jurisdiction over all children in the community. In performing its function the court utilizes many welfare and service agencies in the community. Counselor trainees are therefore assigned to the juvenile court staff where they gain knowledge of the functions of the court, develop a closer relationship with it, and increase their accessibility to the numerous community agencies available to help in the resolution of individual problems.

4. Personnel Problems in Business, Industry, and Community:

An important role of the counselor is the dissemination of information concerning employment opportunities in the community available to students. The counselor must be conversant with educational requirements for employment and be able to discuss situations which require education on a continuum from less than high school completion through a graduate professional degree from a university. In fulfilling this role the counselor must maintain current data on job opportunities as well as a personal relationship with as many personnel divisions of business, industry and employment agencies as possible.

The counselor-in-training is therefore given an opportunity to experience first hand the policies, procedures and philosophy of divisions of personnel in various establishments such as service, manufacturing and retail businesses. In addition, he has time scheduled to spend studying the operation of the Louisiana and United States Employment Service. Knowledge gained in these areas is of inestimable value to the trainee.

5. Counseling of Individuals and Groups:

Experiences indicate that the most effective counselors are those who have had opportunities to practice, under supervision, the techniques involved in counseling. Therefore, the counselors-in-training work under supervision in a variety of counseling situations. Testing centers, such as Veterans Administration Counseling and Testing Centers, University Testing Centers, and local public school counseling programs provide opportunities for development of professional, vocational, educational, and personal-social counseling skills. In addition, each counselor-in-training will be expected to have one or more counseling session video-taped for analysis and evaluation by his major professor.

It is anticipated that the scope of experiences provided for in this practicum give a breadth and depth of understandings which should enable the counselor-in-training to more effectively and efficiently deal with the interpretations of his anticipated role as a school counselor.

EXPERIENCE VS. INEXPERIENCE: THE STORY OF COUNSELOR SOPHISTICATION

The results of studies were presented in which the Inventory of Counseling Practices was used in conjunction with the IPAT Sixteen Personality test. The basic difference in the studies was the factor of experience. Implications of these results for the training of counselors were considered. Particular emphasis was given to the role personality plays in defining later choices of counseling behavior.

Abstract of Gilbert E. Mazer's study, "A Criterion Factor Analysis of the Sixteen Personality Factor Questionnaire."

The study was conducted to determine how reported variations in counselor practices would fit into factor patterns along with the well identified personality traits measured by the Sixteen Personality Factor Questionnaire. It was anticipated that this analysis would help clarify and specify the interrelationships of personality variables and counselor behaviors, and would prove useful to future investigators of this domain by furnishing a basis for hypothesis formulation. The measure of counseling practices used in the study was the Inventory of Counseling Practices (ICP), a factored rating scale, which describes 75 discreet counseling practices arranged into a 4-point Likert Type Rating Scale (Mazer, 1965). The instrument used to measure personality characteristics was Form A of Cattell and Stices' Sixteen Personality Factor Questionnaire (1957) which is published by the Institute for Personality and Ability Testing. A total of 120 graduate students in counseling and guidance at Arizona State University served as subjects. A principle axis factor analysis, using normalized Varimax rotation, yielded ten interpretable factors, only four of which were loaded with entries from both tests. These four factors permitted conceptualization of four prototype counselors: (a) self-sufficient, (b) analytic, (c) achievement oriented, and (d) indecisive casual.

Abstract of Helen W. Holland's Study, "A Comparison of Self-Perceived Counselor Types of Experienced Counselors and an Inexperienced Criterion Group."

The basic elements of school counseling have long been the subject of conceptual disparity among counseling authorities. Many studies can be found to support the point of view that theoretical orientation is the most important determinant of counseling behavior. Likewise, an equal number of studies can be found to support the supposition that experience, not theory, is the most important determinant. The objective of this presentation is to present the results of a series of studies involving both experienced counselors and graduate students in guidance and counseling (inexperienced counselors). The Inventory of Counseling Practices was used to rate counseling behavior for cognitive and affective situations.

The instrument used to measure personality characteristics was the Sixteen Personality Factor Questionnaire. In the studies, a relationship was found to exist between personality and counseling behaviors. However, those studies involving inexperienced counselors indicated a strong reliance on theory. This led to the assumption that experience is more important than theory in freeing counselors to act in terms of their personality structure. The implications of these results for the teaching and training of counselors particularly emphasize the role personality plays in defining later choices of counselor behavior.

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Title: "The Significance of these Studies to the Counselor-Educator"

It would be helpful to clarify one point regarding the nature of the populations included in these studies. In all, there were three sample populations. Dr. Mazer's sample was made up of graduate students from an Arizona university. Mrs. Holland actually had two sample groups. The first was composed of experienced counselors who were working in counseling offices in the Louisiana public schools. The second consisted of graduate students similar to the population used by Dr. Mazer except that these students were enrolled at a Louisiana university.

On the descriptive instruments (IPAT 16 and ICP), there were 21 different statistical loadings in these three samples. For purposes of simplicity these counselor types have been named, and descriptive characteristics of each type have been taken from the analytical data of the studies. The purpose of this exercise is to determine the kind of person entering the counseling discipline, and to consider what impact this information should have on the Counselor Educator. It should be kept in mind that the stimulus to which each of these "counselor types" was responding consisted of the following affective situation:

"The counselee is a secondary school sophomore. His teachers have said that they suggested he seek counseling because, 'he just sits in class and never says a word.' They suspect that 'personal problems are interfering with his ability to do school work.'"¹

COUNSELOR TYPES:

Type 1: This counselor is a self-sufficient person, and encourages this in his counselees. His counseling reflects a probing manner, a willingness to make suggestions, and a reliance on testing. He sees vocational planning as part of his responsibility.

Type 2: This counselor is self-sufficient, conscientious in his personal life, and generally analytical. His most outstanding counseling characteristic is his habit of probing.

Type 3: Counselor type 3 is a jealous, suspecting, tense person who is often tough, ambitious and rigid. His most notable counseling pattern is the lack of permissiveness he demonstrates in the counseling relationship.

¹Appendix A of "A Comparison of Self-Perceived Counselor Types of Experienced Counselors and an Inexperienced Criterion Group." Thesis by Helen Holland, Louisiana State University in New Orleans, 1970.

Type 4: This counselor is a critical person, yet is actually unconcerned and rather a "Bohemian" type. With his counselees, he habitually forces responsibility.

Type 5: This is an outgoing, stable, rather emphatic person who often asserts himself socially. As a counselor, he is notable in the lack of permissiveness he allows in the relationship.

Type 6: A type 6 counselor is sensitive, rigid and reserved. He is often dependent on a social group. He is responsive and friendly but characteristically reserved with his clients. He employs both non-verbal direction and suggestions in his interviews with clients.

Type 7: The type 7 counselor is a tense, conservative person. As a counselor, he is friendly, in a formal way, and very responsive and reassuring. The direction he offers is primarily non-verbal, inviting the client to clarify his own feelings or to answer probing questions.

Type 8: This is a tense, apprehensive person and as a counselor he does not become involved in the relationship. He especially avoids any probing questions.

Type 9: A type 9 counselor is tense and suspicious, but presents an outgoing personality. He often fears he is not intelligent enough, and this affects his counseling. He is unresponsive and displays neither permissiveness nor empathy with his clients.

Type 10: Although a type 10 counselor is a self-sufficient person who follows his own urges, he is nevertheless tense and sensitive. As a counselor, he consistently forces responsibility.

Type 11: Even though he is intellectually below the average of his fellow counselors, and therefore often seems suspicious, this person is imaginative. He rarely gets really involved in a counseling relationship, but he probes and encourages the client to clarify his feelings.

Type 12: A type 12 counselor is a conservative, controlled person in his private life. Professionally, however, his most consistent characteristic is his involvement in the counseling relationship.

Type 13: This is an "experimenting" person. In his counseling he strictly avoids vocational planning, but is otherwise very involved in the counseling relationship.

Type 14: A type 14 counselor is a happy-go-lucky, venturesome person. He is personally sensitive, but does not reflect this in his counseling. He offers no reassurance, and does not become involved.

Type 15: This is an extremely tense, suspicious person. As a counselor he avoids involvement, is not friendly, and rarely suggests any course of action.

Type 16: Type 16 is basically an impractical person. In his counseling he is not friendly or permissive and does not take time to help the counselee clarify his feelings. This counselor regularly offers verbal direction to his client.

Type 17: The most notable characteristic of this person is his emotional stability. In his counseling he avoids probing, and does not offer reassurance to his client. He does not view vocational planning as one of his responsibilities.

Type 18: This is a self-sufficient, analytical person who is also sensitive and imaginative. He reassures his clients and helps them to clarify their feeling.

Type 19: The type 19 counselor is a dominant, aggressive person who is both enterprising and analytical. In his counseling he avoids making suggestions or becoming involved in the relationship.

Type 20: A type 20 counselor is a shrewd person. Professionally, he often uses non-verbal direction. He makes extensive use of testing and vocational planning techniques.

Type 21: This is an impractical person in spite of the fact that he is analytical and is above average intellectually as compared to other counselors. His most outstanding characteristic as a counselor is his tendency to lead the counselee toward a clarification of his feelings.

In considering these descriptions, a number of behavior patterns exemplified by counselors begin to emerge. The most impressive is the number (Types 3, 5, 7, 8, 9, 11, 14, 15, 16, and 19) of counselor types who do not care to become involved with their clients. It appears almost as if these counselor types do not really see themselves as helping agents.

An encouraging result is that counselor types 12 and 13 do become involved with their clients.

It is surprising to note the lack of interest displayed in the area of vocational planning. Vocational planning should be viewed as an integral part of the counselor function, yet only two of the counselor types (Types 1 and 20) felt that it was part of their job, and counselor types 13 and 17 felt that it had no part in their work.

In many ways the healthiest of the types appear to be numbers 12, 18, and 21. These counselors seem to display a solid understanding of people. They accept their responsibility seriously and invest themselves in the relationship they develop with their clients.

Perhaps the strongest point in counselor type 21 is that he leads his client towards a clarification of feelings, thus providing the client with a better understanding of himself. He does tend to be a bit impractical, but that is not necessarily debilitating.

Counselor type 18 also helps his client clarify feelings and counselor type 12, even though he is controlled and conservative, does become involved with his clients. Perhaps that is what is really important.

The overall conclusion that can be drawn from these data is that Counselor Educators should more carefully screen their students in order to select people willing to become involved with their clients. From that point, the Counselor Educators must help their students develop the skills they will need to work effectively with their clients.